



LUGOFF ELEMENTARY

994 Ridgeway Road
Lugoff, South Carolina

Grades	K-5 Elementary School	
Enrollment	597 Students	
Principal	Melissa C. Lloyd	803-438-8000
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Average
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

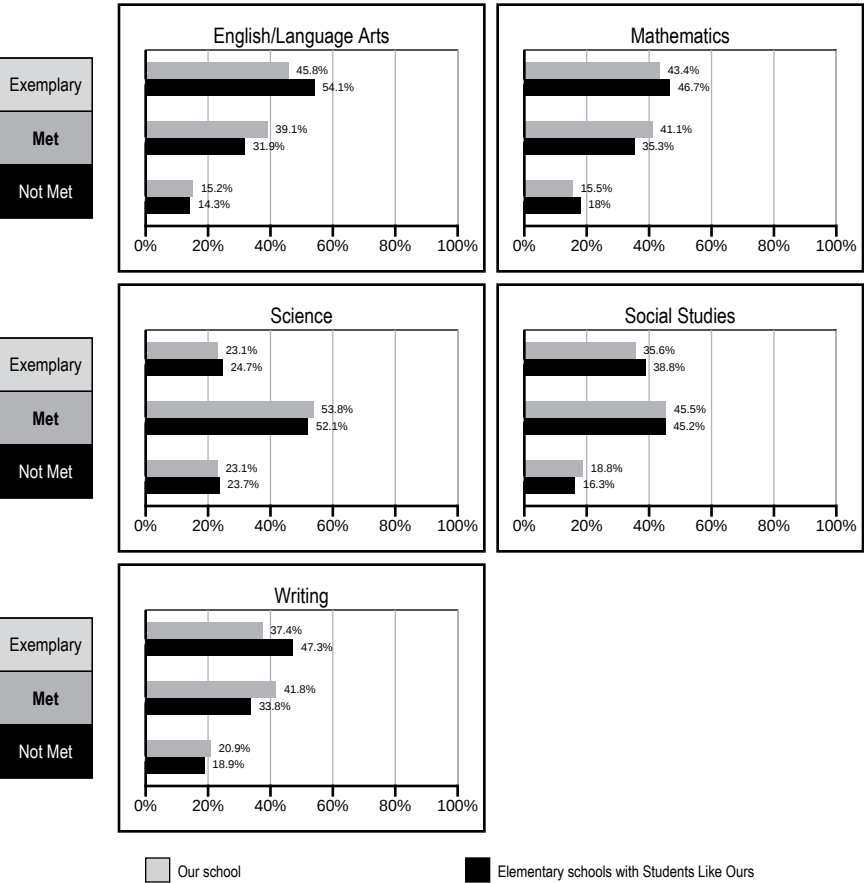
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	17	5	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=597)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 3.2%	0.9%	1.2%
Attendance rate	95.7%	Down from 95.9%	96.5%	96.1%
Eligible for gifted and talented	27.0%	Up from 25.4%	19.7%	11.7%
With disabilities other than speech	7.8%	Up from 6.2%	7.9%	8.0%
Older than usual for grade	0.2%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	67.6%	Up from 66.7%	62.5%	60.5%
Continuing contract teachers	97.1%	Down from 97.2%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.0%	Up from 92.7%	88.5%	87.0%
Teacher attendance rate	96.2%	Down from 96.7%	96.0%	95.4%
Average teacher salary*	\$48,929	Down 0.5%	\$48,568	\$47,288
Professional development days/teacher	8.1 days	Down from 8.6 days	10.0 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.0 to 1	20.6 to 1	19.2 to 1
Prime instructional time	90.9%	Down from 91.5%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,403	Up 9.1%	\$6,904	\$7,548
Percent of expenditures for instruction**	72.0%	Down from 72.3%	70.6%	68.7%
Percent of expenditures for teacher salaries**	69.9%	Down from 71.6%	67.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

When you enter Lugoff Elementary, you enter a world for children. Driven by our school's motto, "A, B, C – All Because of Children," the decisions that we make have children's best interests at their core. This motto is what motivates and challenges us to excel academically because of our belief that each and every student can be successful with the aid of individualized and differentiated instruction. Lugoff Elementary is an award winning school that serves a growing population of more than 590 students. This year we received the Palmetto Silver Award and were named a Red Carpet School. In addition, our teacher was one of the five finalists in the SC Teacher of the Year program. With a legacy of excellence and a history of high performance on state-mandated tests, Lugoff Elementary's mission is to develop competent, confident, lifelong learners by creating a safe, child-centered environment. Our school and community work collaboratively to help students reach their maximum potential by providing a positive and nurturing learning environment. Opportunities are provided daily through a variety of learning strategies and integrated technology that engages our students in exciting and challenging activities. At Lugoff Elementary, the learning never ends!

Melissa C. Lloyd, Principal
Heidi Craft, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	97	41
Percent satisfied with learning environment	81.1%	85.4%	87.8%
Percent satisfied with social and physical environment	88.9%	82.3%	90.2%
Percent satisfied with school-home relations	97.2%	84.2%	82.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.8%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	311	99.7	15.1	38.8	46.2	91.6	85.9	83.5	Yes	Yes
Gender										
Male	167	99.4	14.6	39.2	46.2	89.2	83.5	80.1	N/A	N/A
Female	144	100	15.6	38.3	46.1	94.3	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	225	100	9.7	37.3	53	94.9	89.7	89.6	Yes	Yes
African American	79	98.7	31.6	42.1	26.3	81.6	77	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.1	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	86	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	49	98	31.3	39.6	29.2	77.1	52.9	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	120	99.2	25.2	42.6	32.2	85.2	79.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	311	99.7	15.4	40.8	43.8	91	82.5	80.4	Yes	Yes
Gender										
Male	167	99.4	15.8	34.8	49.4	91.8	80.5	78.4	N/A	N/A
Female	144	100	14.9	47.5	37.6	90.1	84.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	225	100	11.1	36.9	52.1	93.5	87.2	87.8	Yes	Yes
African American	79	98.7	27.6	51.3	21.1	82.9	71.4	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.6	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	49	98	37.5	41.7	20.8	75	48.3	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	120	99.2	24.3	47	28.7	88.7	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	207	99.5	22.6	53.8	23.6	77.4	69.5	67.3
Gender								
Male	113	100	22.2	46.3	31.5	77.8	69.4	66.9
Female	94	98.9	23.1	62.6	14.3	76.9	69.6	67.7
Racial/Ethnic Group								
White	149	99.3	16.7	54.2	29.2	83.3	78.1	79.6
African American	53	100	41.2	49	9.8	58.8	50.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	85	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	27	100	33.3	44.4	22.2	66.7	34.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	50.5	58.6
Socio-Economic Status								
Subsidized meals	80	100	35.1	53.2	11.7	64.9	57.6	55.4

Social Studies

All Students	212	100	18.6	45.6	35.8	81.4	73.9	70.9
Gender								
Male	112	100	16	38.7	45.3	84	74.2	70.1
Female	100	100	21.4	53.1	25.5	78.6	73.6	71.7
Racial/Ethnic Group								
White	152	100	13.7	41.8	44.5	86.3	79.3	79.2
African American	54	100	34	56.6	9.4	66	61.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.8	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	36	100	38.9	38.9	22.2	61.1	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	74	100	30.6	54.2	15.3	69.4	64.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	308	99	20.9	41.8	37.4	79.1	76.2	72.1	95.7	95.5
Gender										
Male	165	98.2	23.1	39.7	37.2	76.9	69.6	65.2	95.5	95.4
Female	143	100	18.4	44	37.6	81.6	83.2	79.2	95.8	95.6
Racial/Ethnic Group										
White	223	99.6	16.7	36.6	46.8	83.3	81	80.8	95.6	95.2
African American	79	97.5	34.7	53.3	12	65.3	65	59.7	95.6	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	87	96.1	96.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.8	64.6	96.5	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	97.8	88.6
Disability Status										
Disabled	48	93.8	64.4	22.2	13.3	35.6	28.9	27.7	94.7	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.5	63.7	97.3	96.5
Socio-Economic Status										
Subsidized meals	119	98.3	32.5	50.9	16.7	67.5	66.9	61.9	94.9	95

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	104	100	10.8	30.1	59.1	89.2
	4	103	100	16.2	45.5	38.4	83.8
	5	100	100	10.8	52.7	36.6	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	98	100	6.3	28.4	65.3	93.7
	4	110	99.1	18.1	41.9	40	81.9
	5	103	100	20.2	45.5	34.3	79.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	104	100	12.9	32.3	54.8	87.1
	4	103	100	8.1	52.5	39.4	91.9
	5	100	100	20.4	50.5	29	79.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	98	100	9.5	35.8	54.7	90.5
	4	110	99.1	8.6	45.7	45.7	91.4
	5	103	100	28.3	40.4	31.3	71.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	52	100	30.6	42.9	26.5	69.4
	4	103	100	14.1	64.6	21.2	85.9
	5	46	100	13.6	75	11.4	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	100	31.9	36.2	31.9	68.1
	4	109	99.1	12.5	67.3	20.2	87.5
	5	50	100	35.4	41.7	22.9	64.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	52	100	11.4	50	38.6	88.6
	4	103	100	6.1	59.6	34.3	93.9
	5	54	100	38.8	40.8	20.4	61.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	16.7	39.6	43.8	83.3
	4	109	100	8.6	52.4	39	91.4
	5	53	100	41.2	37.3	21.6	58.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	106	97.2	9.9	29.7	60.4	90.1
	4	105	97.1	29.3	39.4	31.3	70.7
	5	101	97	12.1	40.7	47.3	87.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	97	100	21.1	35.8	43.2	78.9
	4	109	98.2	11.5	47.1	41.3	88.5
	5	102	99	30.6	41.8	27.6	69.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample